Our school at a glance

Students

Our highest enrolment level for 2011 was 56 students, 28 girls and 28 boys. We had 3 multi-stage classes with a maximum class size of 24 students. 92.2 percent of students attended school on average each day.

Staff

In 2011 our school had a teaching principal who taught Reading Recovery, Relief from Face to Face teaching (RFF), Library, and provided STL support for the school. The school had two permanent classroom teachers and a temporary classroom teacher. The staffing in the school was supplemented through the schools National Partnership funding.

The teaching staff is well supported by a school administrative manager (SAM) and two part-time support staff, a school administrative officer (SAO) and a general assistant (GA) who both work one day a week.

All teaching staff met the professional requirements for teaching in NSW public schools.

Significant programs and initiatives

The school ran a number of programs in 2011 to enrich and support student learning and equity programs. These included:

- National Partnership in Literacy and Numeracy;
- Reading Recovery, Multilit and Learning Assistance programs;
- Targeted student welfare programs including integration and GATs opportunities for identified students;
- Premier’s Reading Challenge and Premier’s Sporting Challenge;
- Positive Behaviour for Learning (PBL);
- Dance Groups, Active After School Communities programs, School Swimming Scheme and Life Education;
- Environment Education including recycling and tree planting;
- Transition to Kindergarten program; and
- Transition to High School programs with both Riverstone HS and Windsor HS.

Student achievement in 2011

The reporting of information must be consistent with privacy and personal information policies. Ten or more students must complete the NAPLAN testing for individual school percentage in band, three-year school average, and average growth information to be publicly reported.

At Vineyard Public School there were seven students in Year 3 and four students in Year 5 that sat the NAPLAN test in 2011. Therefore, results cannot be advised in this report. All parents have been advised of their child’s achievements.

Messages

Principal’s message

It is with great pleasure that I present this report to the school community of Vineyard.

Vineyard Public School is committed to the provision of quality educational programs within a supportive, positive and caring environment.

Our school has a clear sense of purpose and works towards promoting a balanced, comprehensive curriculum with a focus on literacy and numeracy skill development, a positive environment where students are actively involved in learning activities and enjoy being at school, a caring atmosphere for our students through respect and a positive approach to good discipline, and the active involvement of parents in school life.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Mrs Ann Kitchin
P & C message

The P&C is currently raising funds to be able to install floor to ceiling coloured pinboards on the back walls of the classrooms to enhance the children’s learning environments. Fundraising activities undertaken this year include:
- Election sausage sizzle and cake stall;
- Easter raffle;
- Bunnings BBQ;
- Mothers Day and Fathers Day stalls; and
- Chocolate drive.

The P&C again subsidised the end of year activity for students. This year students went to the movies in Richmond and had McDonalds for lunch.

The P&C would like to thank all parents and community members who have helped or been involved in our fundraising activities throughout the year. Without your help none of this fundraising would have been possible.

We strongly encourage all parents and community members to become involved in the P&C. We understand how busy everyone is and really appreciate the time parents give up to help out. Without parent support and involvement the P&C cannot continue to operate and fundraise for the extra things for the kids.

Ms Stacey Cooper

Student representative’s message

We have had a fantastic year as Captain and Vice-Captain at Vineyard Public School. We had the opportunity to attend Leadership Camp in Term 1 and lead the school assemblies and look after the school notice board and school flag. We will really miss the school when we go to high school next year.

This year the Student Representative Council organized a whole school disco to raise money to purchase new board games for the school. We also held a multi-day to raise money for Diabetes Australia.

The Year 6 students also organized fund-raising activities throughout the year to purchase a leaving gift for the school. The Year 6 students bought the school a new flagpole so that we would be able to fly the Aboriginal Flag at school as well as the Australian Flag.

Katie Wellfare and Cindy Klug

School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Vineyard Public School enrolment for 2011 was 56 students. This was a decrease on 2010 numbers due to families moving out of the school’s drawing area.

Student attendance profile

On average 92.2% of students attended school each school day, which was a decrease on the 93.5% attendance rate in 2010 and is below both the state and regional averages.

Management of non-attendance

Classroom teachers maintain a daily roll of student attendance. Regular monitoring of class rolls occurs by the Principal. Parents are contacted personally and through formal letters if there is cause for concern regarding their child’s
attendance and a program to improve attendance is put in place. The Home School Liaison Officer regularly attends the school and the more serious non-attendees are followed up.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.

<table>
<thead>
<tr>
<th>Roll Class</th>
<th>Year</th>
<th>Total per Year</th>
<th>Total in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1</td>
<td>K</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td>K/1</td>
<td>1</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>2/3</td>
<td>2</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>2/3</td>
<td>3</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>4/5/6</td>
<td>4</td>
<td>9</td>
<td>15</td>
</tr>
<tr>
<td>4/5/6</td>
<td>5</td>
<td>5</td>
<td>21</td>
</tr>
<tr>
<td>4/5/6</td>
<td>6</td>
<td>10</td>
<td>21</td>
</tr>
</tbody>
</table>

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment
Position               Number
Principal              1
Classroom Teachers     2
Teacher of Reading Recovery 0.21
Part-time Teacher      0.168
Teacher RFF            0.126
Support Teacher Learning Assistance 12 days a year
Teacher Librarian      0.168
Counsellor             0.5 days a fortnight
School Administrative & Support Staff 1.406
Total (excluding STLA & Counsellor) 5.708

The National Education Agreement requires schools to report on Indigenous composition of their workforce. Currently Vineyard Public School has no indigenous staff members.

Staff retention
The school’s permanent teaching staff remained the same from 2010 to 2011. The school’s SAM received a merit promotion mid way through 2011 and was replaced on a temporary basis. The school employed a part-time temporary teacher during Semester 1 to assist in the implementation of the school’s National Partnership program.

Teacher qualifications
All teaching staff met the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
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</tr>
</tbody>
</table>

Financial summary
This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary: 30/11/2008

**Income**

<table>
<thead>
<tr>
<th></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance brought forward</td>
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</tr>
<tr>
<td>Global funds</td>
<td>0.00</td>
</tr>
<tr>
<td>Tied funds</td>
<td>0.00</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>0.00</td>
</tr>
<tr>
<td>Interest</td>
<td>0.00</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>0.00</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Expenditure**

Teaching & learning
- Key learning areas 0.00
- Excursions 0.00
- Extracurricular dissections 0.00
Library 0.00
Training & development 0.00
Tied funds 0.00
Casual relief teachers 0.00
Administration & office 0.00
School-operated canteen 0.00
Utilities 0.00
Maintenance 0.00
Trust accounts 0.00
Capital programs 0.00

**Total expenditure** 0.00

**Balance carried forward** 0.00
A full copy of the school’s 2011 financial statement is tabled at a P&C meeting. Further details concerning the statement can be obtained by contacting the school.

**School performance 2011**

Vineyard Public School continues to involve our students in a diverse range of experiences and activities to cater for their individual talents and needs.

**Achievements**

**Arts**
- Our school ran three dance groups in 2011, a Senior Hip Hop Group, a Junior Hip Hop Group and a Jazz Dance Group. Over 50% of our boys and girls K-6 participated in these groups;
- The Jazz Dance Group performed at Windsor Riverside Shopping Centre during Education Week;
- Our Senior Hip Hop group performed at the Hawkesbury Dance Festival;
- Our three classes performed dance, drama and music regularly throughout the year at school assemblies;
- All classes and dance groups performed at our Annual School Presentation Assembly and at a Christmas Concert we put on at Windsor Country Village;
- Two student had their artwork selected to be displayed with Operation Art. One of the students had his artwork included in the 2012 Teacher’s CD and permanently displayed at a regional hospital; and
- Students had the opportunity to participate in keyboard lessons with a qualified instructor.

**Sport**
- All classes participated in and successfully completed the Premiers Sporting Challenge, receiving Gold Awards.
- All students from years K-6 participated in our annual cross-country and athletics carnivals. Students from years 2-6 participated in our annual swimming carnival.
- Our school sent teams to the Small Schools swimming, cross-country and athletics carnivals.
- Two students represented the school at the district athletics carnival.
- One student represented the school at the district and regional cross-country carnivals.
- All students participated in Active After School Communities programs taught by professional coaches throughout the year including AFL, Zumba, Gymnastics, Athletics, Boot Camp, Oz-tag, Tennis, Taekwondo and Dance.
- Students from years 2-6 participated in the School Swimming Scheme at Riverstone Pool in Term 4.
- Our school participated in the Coles Sports for Schools program to raise money for new sports equipment for the students.

**Technology**
- Students in Years 4-6 participated in Murder Under the Microscope, correctly solving the crime;
- Students in Years 4-6 participated in debating with other small schools using the video conferencing equipment;
- Students in Years 5-6 produced videos on road safety;
- Students in Years 4-6 produced books and presentations on Ancient Civilisations using a range of software;
• Students in Years 2-6 participated in Science and Mathematics video conferences presented by Questacon;
• Students in Years 2-6 participated in an Aboriginal Art video conference presented by the Australian Museum;
• Students in Years 4-6 participated in a Premier’s Reading Challenge video conference with author Colin Thompson.
• Students in Years 2-6 undertook reading and assessment activities using the online Lexile Framework program;
• Students in Years K-3 completed activities using the Reading Eggs online program;
• Students in all years participated in the Mathletics online program;
• All students were involved in classroom activities centred around the Interactive Whiteboards.

Gifted and Talented

• 4 Stage 3 students participated in an environmental enrichment program at Longneck Lagoon;
• 7 students participated in the 2011 ICAS English competition;
• 7 students participated in the 2011 ICAS Mathematics competition with 1 student receiving a credit;
• 6 students from Years 4 to 6 participated in the Hawkesbury Small Schools Debating and Public Speaking Day at Kurrajong East Public School;
• 13 students had the opportunity to participate in the Hawkesbury Gifted and Talented Program during Term 3;
• 3 students participated in the Blacktown Learning Community Kids Connect Gifted and Talented Program during Term 3;
• 8 students participated in Science enrichment activities at Riverstone HS.

Student Welfare and Leadership

• All members of the Student Representative Council (SRC) attended the Leadership Program at Longneck Lagoon;
• Our SRC worked actively throughout the year organising the Walk Safely to School Day, the School Disco & a Mufti Day. Funds were raised for Diabetes and new board games for the library;
• The two school captains attended the Hawkesbury District Leadership camp;
• School leaders organised special assemblies throughout the year including the ANZAC Day and Remembrance Day Assemblies and the Annual Presentation Day Assembly.

Excursions and Camp

Students from years 4-6 participated in a combined camp with six other Hawkesbury small schools to The Great Aussie Bush Camp on the North Coast to support their learning in PDHPE. At the camp, they participated in many fun activities aimed at producing friendships, trust and confidence in trying new things. They enjoyed activities aimed at building initiative and teamwork including the giant swing, rock climbing, fencing, the flying fox, lost island (a boot camp style course) and storytelling around the campfire. They had the opportunity to experience camping in large tents. They also visited the sand dunes that look over Broughton Island and went to Jimmy’s beach.

All students had the opportunity to participate in:
• An environmental incursion, learning about worm farms and how they can be beneficial to them both at school and at home;
The Reptile and Recreation incursion hosted by students from Riverstone High School;

Drug education through the Life Education program;

Our end of year activity sponsored by the P&C at Richmond Cinema.

All students had the opportunity to participate in the whole school excursion to Taronga Zoo in Term 3 to support their learning about Australian and Exotic animals. Some of the highlights were the Seal Show and learning about some different Australian animals in the Education Centre.

Academic

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

7 students in Year 3 and 4 students in Year 5 sat the NAPLAN tests in Literacy and Numeracy at Vineyard Public School in 2011.

Literacy – NAPLAN Year 3

In 2011, seven students sat the Literacy NAPLAN tests in Year 3. Results cannot be reported.

Numeracy – NAPLAN Year 3

In 2011, seven students sat the Numeracy NAPLAN tests in Year 3. Results cannot be reported.

Literacy – NAPLAN Year 5

In 2011, four students sat the Literacy NAPLAN tests in Year 5. Results cannot be reported.

Numeracy – NAPLAN Year 5

In 2011, four students sat the Numeracy NAPLAN tests in Year 5. Results cannot be reported.

Progress in literacy

In 2011, four students sat the Literacy NAPLAN tests in Year 5. Results cannot be reported.

Progress in numeracy

In 2011, four students sat the Numeracy NAPLAN tests in Year 5. Results cannot be reported.

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
<tr>
<td>Numeracy</td>
</tr>
</tbody>
</table>
Significant programs and initiatives

Aboriginal education

Vineyard Public School is committed to meeting the needs of Aboriginal students and implementing programs that address issues concerning Aboriginal heritage and culture. It ensures that its practices and procedures are consistent with the departmental Aboriginal Education Policy. Class programs integrate studies of Indigenous Australian culture in all Key Learning Areas to promote students understanding and knowledge.

In 2011 all students participated in NAIDOC week activities and the Year 6 students presented a new flag pole to the school so that we would be able to fly the Aboriginal Flag.

Multicultural education

Vineyard Public School is committed to the principles of multicultural education. Our Student Welfare Policy takes into account individual differences and cultural background. All parents and community members are encouraged to participate in school programs. This has allowed the school to build strong relationships with our entire community.

Multicultural perspectives are embedded within the teaching and learning programs in the school. In 2011 all students participated in Harmony Day activities culminating in a multicultural lunch with families and the community. Students also had the opportunity to learn about other cultures in their HSIE studies. This has encouraged attitudes of tolerance and respect for those different to themselves.

Our school has a teacher who has been trained as an anti-racism contact person and our procedures and policies are consistent with departmental policies.

National partnership programs

The school continued its involvement in the National Partnerships Literacy and Numeracy Program until the end of Semester 1 2011. The school continued undertaking extensive teacher training in a number of programs to address the Literacy and Numeracy needs of the school. These included ‘Focus on Reading’ and ‘Authentic Assessment in Mathematics’ with a focus on improving the quality of teacher programs and classroom delivery. Focus support continued to be provided to identified students not meeting national, regional and/or school benchmarks in reading through the individual reading intervention program ‘Multilit’ and the development of ‘Individual Learning Plans’.

Major strategies and initiatives implemented in 2011 due to National Partnership Funding include:

Principal released to undertake teacher mentor role and provide additional STL assistance (1 day per week);

Employment of two school learning support officers (SLSO) for 10 hours per week combined;
MULTILIT reading intervention program delivered daily;
All staff undertook further SMART data training;
All staff continued to undertake the Data Analysis Skills Assessment (DASA);
All staff undertook ‘Team Leadership for School Improvement’;
Y2 – Y6 staff and Principal participated in ‘Focus on Reading’ training;
All staff participated in ‘Authentic Assessment in Mathematics’ activities; and
Development of a school professional learning plan to support the strategies and initiatives being implemented.

The Principal was released from class to undertake the role of teacher mentor and to provide additional STL assistance (1 day per week) with a focus on increasing the use of Quality Teaching Strategies and ICT within literacy and numeracy programs. This resulted in improved teacher skills and implementation of these skills within the classroom. Classrooms have become more vibrant and relevant learning environments.

A focus under the National Partnership program has been student engagement. The school continued to employ an SLSO to work within the classrooms to support learning programs. This support was gradually reduced throughout Semester 1. An SLSO continued to implement the MULTILIT reading intervention program with two students during Semester 1. The school then used school funds to continue to support one student throughout Semester 2. All students who sat the NAPLAN assessment were at or above minimum standard in 2011.

The school undertook the ‘Team Leadership for School Improvement’ professional learning program during Terms 1, 2 and 3. The program was implemented with two other local small schools. The Vineyard Principal was the facilitator for the program. All staff undertook a series of reflective activities within their classrooms during Semester 1 focusing on improving quality teaching in both literacy and numeracy within classrooms. The school will undertake further relevant support sessions in 2012.

All staff continued to undertake SMART data training for the effective analysis of NAPLAN results. At the end of Term 3 all staff analysed the 2011 NAPLAN results, identified students requiring additional support and developed an action plan for whole school improvement in both literacy and numeracy to be implemented K-6 in Term 4 2011 and Term 1 2012. The plan focused on the use of the SMART Teaching Strategies and involved pre- and post-tests for each focus area.

Stage 2 and Stage 3 teachers were involved in the ‘Focus On Reading’ professional learning program throughout 2011. The Stage 1 teacher focused on implementing the K-2 learning continuum, tracking students and grouping them according to their current needs.

All staff have been involved with ‘Authentic Assessment in Mathematics’ professional learning to increase teacher’s ability to implement ‘Working Mathematically’ based tasks and to enhance student understanding of ‘Working Mathematically’. Involvement in this program has allowed staff to further strengthen their understanding of the use of SENA, SENA 2 and Counting On assessments and how they can be used to target individual students learning. Staff are currently implementing their new skills within the classroom setting.

All staff continued to work through professional learning on each of the phases of DASA. This has resulted in staff being able to effectively analyse data in order to continue to improve student outcomes.

Throughout the implementation of the National Partnership program the school has seen a marked improvement in student’s engagement within classrooms. Student’s display increased confidence, interest and enthusiasm for their learning in both Literacy and Numeracy. NAPLAN
results for 2011 indicate that individual intervention was successful in both Literacy and Numeracy as no student in Year 3 or Year 5 was below National Minimum Standards. Reading growth improved from well below state to 18.1 points above state. Spelling growth improved from below state to just above state. Numeracy and Grammar & Punctuation growth improved from well below state to just below state. School assessment results indicate an improvement in student outcomes in both Literacy and Numeracy.

Other programs

Respect and responsibility

Values education permeates all aspects of school life, and respect and responsibility are important aspects of values education. Vineyard Public School has developed and implements learning programs each year to encourage students to demonstrate the values of respect and responsibility including:

- Participation by all students in our school ANZAC Day and Remembrance Day ceremonies;
- Community-wide fundraising programs organised by the SRC for charities and wider social responsibility programs including Planet Ark National Tree Day and Clean-Up Australia Day;
- The inclusion of awards in Education Week that focus on our school values of Be Safe, Be Respectful, Be a Learner.

Connected learning

Vineyard Public School has modern technology facilities and equipment that expose students to a wide range of learning tools and enable them to develop many skills.

Every classroom is equipped with an interactive whiteboard and the school has two connected classroom suites. We have a mini computer lab in our school library, a set of digital cameras and a set of flip video cameras. Each classroom has computers and access to a bank of laptops. All teachers have access to a laptop for lesson preparation and presentation. These resources allow for the easy use of ICT programs, software and access to the internet.

The Connected Classrooms have enabled Vineyard Public School to participate in a range of video conferencing activities, both for teacher professional learning and to extend student learning opportunities through virtual excursions and shared learning experiences with other schools.

In 2011, Vineyard Public School again renewed their subscription to Mathletics. Students from Kindergarten to Year 3 were also given access to Reading Eggs. Our students can access these programs at both school and home.

The staff continue to integrate other ICT programs into their teaching and learning programs.

Progress on 2011 targets

Target 1

To improve student learning outcomes in literacy as measured by: an increased percentage of percentage of students achieving in the top 2 skill bands in reading; an increased percentage of students at and above minimum standards in reading; and an increased percentage of students achieving Stage outcomes in Literacy in school-based data.

Our achievements include:

- 100% of Year 3 and Year 5 students performing at and above minimum standards in Reading, Writing, Spelling and Grammar & Punctuation;
- 82% of students in Year 1 to Year 6 achieved Stage outcomes in Literacy according to school-based data, an increase of 4% on 2010 data;
- 33% of Year 3 students achieved in the top 2 skill bands in reading;
- 71% of Year 3 students and 50% of Year 5 students achieved in the top 2 skill bands in writing;
57% of Year 3 students and 50% of Year 5 students achieved in the top 2 skill bands in spelling;
29% of Year 3 students and 50% of Year 5 students achieved in the top 2 skill bands in grammar and punctuation;
100% of participating students successfully completed the Reading Recovery program;
100% of staff confident in the use of SMART Data;
100% of staff able to identify focus areas and to assist in the development of programs;
Identified students were supported through regional reading support;
Under performing students identified, included in Multilit program and ILP’s developed and implemented;
Teacher professional learning sessions in Focus on Reading, Best Start and Reading Recovery;
Continuation of Quality Teaching practices and reflective classroom visits.

Target 2
To improve student learning outcomes in numeracy as measured by: an increased percentage of students achieving in the top 2 skill bands in Numeracy; an increased percentage of students at and above minimum standards in Numeracy; and an increased percentage of students achieving Stage outcomes in Numeracy in school-based data.

Our achievements include:
100% of Year 3 and Year 5 students performing at and above minimum standards in Numeracy;
80% of students in Year 1 to Year 6 achieved Stage outcomes in Numeracy according to school-based data, maintaining the same level of achievement as 2009 and 2010;
29% of Year 3 students achieved in the top 2 skill bands in numeracy;
All classroom teachers assessing students on SENA 1 and SENA 2 bi-annually;
100% of staff confident in the use of SMART Data;
100% of staff able to identify focus areas and to assist in the development of programs;
Continued involvement by all students K-6 in the on-line program Mathletics;
All students in Year 2 to Year 6 participating weekly in the ‘Times Tables Challenge’
Teacher professional learning sessions in Authentic Assessment in Mathematics.

Target 3
To improve student engagement and retention through the school’s student welfare and merit/recognition programs, parental involvement, quality teaching programs and effective and innovative use of ICT as measured by: maintaining student attendance at or above state average; an increased percentage of students achieving awards under the school’s merit award system; an increased percentage of parents assisting in school programs; improved results in literacy and numeracy based on the delivery of quality teaching programs; an increase in student participation in both internal and external ICT activities.

Our achievements include:
96% of students achieved Bronze awards, an increase of 3% from 2010; 67% of students achieved Silver awards; 47% of students achieved Gold Awards, an increase of 10% from 2010;
A safe playground including a 50% reduction in significant behaviour notifications and a 20% reduction in minor behaviour notifications from 2010 levels;
Improved consistency in student awards and consequences;
Classroom programs and practice demonstrate an increase in effective use of ICT, IWB’s and QT elements;
Involvement by students in the on-line programs Mathletics and Reading Eggs;
Explicit value lessons continued to be developed and taught;
PBL meetings held in Wk 4 and Wk 9 of each term;
- Best Start assessments for all Kindergarten students;
- Parent information sessions held at start of the year and 3 way interviews held early in Term 2;
- Parent workshops held during the year on Reading, Subtraction and Drug Education;
- 55% of parents provided assistance with school activities;
- Activities to celebrate Harmony Day and NAIDOC week;
- Aboriginal Education perspectives integrated into class programs.

**Key evaluations**

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations in the use of technology for learning and mathematics.

**Educational and management practice**

The school undertook an evaluation of its use of technology for learning. Staff, students and parents were surveyed as part of this evaluation.

**Background**

The school has two connected classrooms and interactive whiteboards in all classrooms. Computers are provided in each classroom on a ratio of 4 students to each computer or lower. Each classroom has a scanner and ‘Flip’ video camera.

In order to make decisions to improve the effectiveness of the use of technology at the school parents, students and staff were surveyed on the use of technology within classrooms and the development of computer skills in the students.

**Findings and conclusions**

All staff believed that their students used digital technology at home and that their computer skills had improved during the year. All staff believed that interactive whiteboards were a valuable learning tool. All teachers indicated that they used the IWB to support teaching and learning and that their children enjoyed lessons that use the IWB.

All parents indicated that their children were keen to use digital technology at home and that their computer skills had improved during the year. All parents believed that IWB’s were a valuable learning tool. All parents indicated that teachers used the IWB’s to support teaching and learning and that their children enjoyed lessons involving the IWB.

All students felt their computer skills had improved this year. 67% of students indicated that they used digital technology at home. All students believed that IWB’s were a valuable learning tool and that their teachers used the IWB’s during lessons. 83% of students indicated that they enjoyed lessons involving the IWB.

**Future directions**

Teachers will continue to develop lessons for the IWB in all curriculum areas and share these lessons with other staff members during staff meetings at least once each term.

A scope and sequence of computer skills will be developed K-6 so that teachers can be certain that students are developing appropriate skills.

That teachers continue to provide students with the opportunity to use a wide range of digital technologies to support their learning.

**Curriculum**

The students, parents and staff of Vineyard Public School were surveyed to gather data about how they viewed the teaching of mathematics within the school.

**Background**

Mathematics was a targeted area for school improvement in 2011 however NAPLAN results indicate that further focus needs to be given to this area in 2012. All staff were involved in the Authentic Assessment in Mathematics project throughout the year. All teachers conducted SENA testing each semester.

Parents completed a survey that was sent home with the school newsletter. 24% of families responded to this survey. SRC members were surveyed as representatives of the student body and all teaching staff were surveyed.

**Findings and conclusions**

All staff agreed that the school used SMART data to effectively analyse student performance and
respond to students needs. All staff agreed that students do a lot of hands-on practical mathematics activities, that the school had adequate hands-on resources and that students had developed their skills in using technology to support their learning in mathematics. All staff believed that they utilized best practice to deliver quality numeracy learning.

All parents indicated that their children regularly participated in practical hands-on mathematics activities and used computers for their mathematics learning. 86% of parents had a good understanding of how mathematics was taught, believed that the school had plenty of hands-on mathematics equipment and agreed that the school runs information sessions for parents on how mathematics is taught.

All students felt they were good at mathematics and had improved at mathematics this year. They all felt that they did a lot of hands-on practical activities and had the opportunity to undertake mathematics activities on the computer. All students said they were happy to ask for help when they needed it.

Future directions

The school will continue to reinforce the teaching of mathematics using the Mathletics program both in the classroom and for homework activities.

Teachers will continue to use hands-on mathematics activities as a component of each lesson and the school will continue to develop its hands-on mathematics resources.

Parent workshops in mathematics will continue to be made available for interested parents. Parents will be encouraged to become classroom helpers during mathematics lessons to increase their understanding of how mathematics is taught.

During 2012 teachers will undertake additional staff development activities in mathematics.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All parents, staff and students agreed that the school maintains a focus on quality teaching and learning and is friendly, tolerant and accepting of all students.

All staff agreed that teachers provide a stimulating and challenging learning environment for students and that the school has supportive student welfare programs.

86% of parents, all staff and all students agreed that the school has a positive relationship with the community.

86% of parents agreed that the parents support what is happening at the school.

95% of students agreed that they found learning to be fun.

Professional learning

Professional learning is valued and recognised as one of the means of developing improved learning experiences and outcomes for staff and students. All teachers and support staff participated in professional learning activities during 2011.

Professional learning opportunities included courses focusing on Reading, Literacy, Mathematics, Technology, Team Leadership, Executive Leadership, Student Welfare, Quality Teaching, Beginning Teacher support and Communicating with and Building an Effective School Community.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

NAPLAN, standardised testing and school-based data will demonstrate improved levels of individual student achievement in all areas of Literacy and all staff will track student achievement using the Literacy Continuum.
2012 Targets to achieve this outcome include:

- All Year 3 and Year 5 students achieving at or above national minimum standards in all Literacy areas of NAPLAN;
- 25% of Year 3 students will achieve at or above proficiency standard in NAPLAN Reading and Writing;
- 50% of Year 5 students will achieve at or above proficiency standard in NAPLAN Reading and Writing;
- 85% of Kindergarten to Year 2 students will be achieving the appropriate markers for their year level on the Literacy continuum;
- 75% of Year 3 to Year 6 students will be achieving the appropriate markers for their year level on the Literacy continuum.

Strategies to achieve these targets include:

- Analysis of individual students’ needs:
  - Identify under performing students;
  - Develop and maintain ILP’s for identified students in Literacy;
  - Planning time for staff to ensure consistent development and implementation of ILPs;
  - Identified students receive additional literacy support through RR, Multilit Program, STL, peer tutoring & regional programs.
- SMART data analysis to identify priority areas for school & class programs in Literacy:
  - explicit, systematic teaching of reading, specifically connecting information, inferences and applied comprehension;
  - explicit, systematic teaching of spelling, grammar and punctuation, specifically the use of correct punctuation, particularly in direct speech; identification and use of proper nouns, verbs, adverbs, indefinite articles, pronouns and conjunctions; use of correct sentence structure; and correct spelling using long vowel sounds, suffixs and inflectional endings; and
  - explicit, systematic teaching of writing, specifically ideas, persuasive devices and cohesion; and
  - All teachers will use the identified SMART teaching strategies for reading during Term 4 2011 and Term 1 2012.
- Implementation of focused whole school programs in literacy:
  - Dedicated daily Literacy session
  - Focus on Reading Program Y2-Y6
  - Introduction of ‘Reading Eggs’ K-6
  - Sentence a day program
  - PEG Spelling, using class theme words
  - Premier’s Reading Challenge
  - Spelling Challenge with NWLC
  - Premier’s Spelling Bee
  - Reading Recovery
  - Explicit teaching of vowel sounds and vowel and consonant blends
  - Additional reading support for targeted students using STL, Regional support, peer tutors and community volunteers
  - Experienced teacher employed two days per week during Terms 1 and 2 to provide additional literacy support
  - Use of Best Start ELPs to support teaching practices K-2

School priority 2

Outcome for 2012–2014

NAPLAN, standardised testing and school-based data will demonstrate improved levels of individual student achievement in all areas of Numeracy and all staff will track student achievement using the K-10 Numeracy Continuum.

2012 Targets to achieve this outcome include:

- All Year 3 and Year 5 students achieving at or above national minimum standards in all Numeracy areas of NAPLAN;
- 25% of Year 3 students will achieve at or above proficiency standard in NAPLAN Numeracy;
- 50% of Year 5 students will achieve at or above proficiency standard in NAPLAN Numeracy;
- 85% of Kindergarten to Year 2 students will be achieving the appropriate markers for their year level on the K-10 Numeracy continuum;
- 75% of Year 3 to Year 6 students will be achieving the appropriate markers for their year level on the K-10 Numeracy continuum.

Strategies to achieve these targets include:

- Analysis of individual students’ needs:
  - Identify under performing students;
  - Develop and maintain ILP’s for identified students in Numeracy;
  - Planning time for staff to ensure consistent development and implementation of ILPs;
- Identified students receive additional numeracy support through STL and peer tutoring.

- SMART data analysis to identify priority areas for school & class programs in Numeracy:
  - explicit and systematic teaching of numeracy, specifically Number – Addition/Subtraction and Fractions & Decimals; Patterns & Algebra; Measurement – Length; Data; Space & Geometry – 2D and 3D).
  - All teachers will use the identified SMART teaching strategies for numeracy during Term 4 2011 and Term 1 2012.

- Implementation of focused whole school programs in numeracy:
  - Dedicated daily Literacy session
  - CMIT and Counting ON
  - ‘Mathletics’
  - Authentic Assessment in Maths K-6
  - Newman’s Error Analysis
  - Tape Diagrams
  - Times Tables Challenge Yrs 2-6
  - Development of work samples and assessment tasks for all stages
  - Review of K-6 scope and sequence
  - Additional reading support for targeted students using STL, Regional support, peer tutors and community volunteers
  - Experienced teacher employed two days per week during Terms 1 and 2 to provide additional numeracy support
  - Use of Best Start ELPs to support teaching practices K-2

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Mrs Ann Kitchin, Principal
Ms Stacey Keys, P&C President
Mrs Julie Bevan, Senior Administration Manager
Mrs Carly Wing, Class Teacher
Mr Ben Mackney, Class Teacher

School contact information

Vineyard Public School
4 Bandon Road, Vineyard 2765
Ph: 02 9627 1621
Fax: 02 9838 1132
Email: vineyard-p.school@det.nsw.edu.au
Web: www.vineyard-p.schools.nsw.edu.au
School Code: 3329

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: